

Grade 1 Math Inventory (Spanish)

2015-2016 NYC End-of-Year Performance Tasks

Instructions

- Tasks may not be shared with students prior to administration.
- If the above-named NYC Performance Task is being administered for evaluative purposes, the End-of-Year task may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.
- Distribute one task booklet to each student.
- All student work should be completed in the task booklet. All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- Students should have 90 minutes to complete the task, not including the distribution and collection of materials.
- Depending on school scheduling, administration may occur over 1-2 days. Administration conditions (i.e., the amount of time students have to complete the task, etc.) should be consistent across all classrooms in the school administering the above-named NYC Performance Task.
- Students should receive all accommodations normally provided for a class or state test.
- For complete administration information, see the MOSL Assessment Administration Handbook.

Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. ***This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.***

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say "Por favor, empieza desde 85 y cuenta de uno en uno hasta donde puedas."	Stop students who successfully count to 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. If the student does not know how to answer the question, then model for him/her. Say " Déjame mostrarte cómo empezar a contar desde 62 y luego puedes mostrarme cómo empezar a contar desde 85. Bien, 62, 63, 64. . . Ahora, ¿puedes mostrarme cómo empezar a contar desde 85? "	Correctly counts to 120 : ____ [3] Correctly counts to 110 : ____ [2] Correctly counts to 100 : ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]
<p>➡ If a student is successful¹ on Item 1, then proceed to Item 2.</p> <p>➡ If a student is not successful on Item 1, then proceed to Item 3.</p>			
Understand place value.	(2.NBT.2) (2) Skip Counting: Say "A veces contamos saltando de cinco en cinco, por ejemplo: 5, 10, 15. . . Por favor, cuenta de cinco en cinco hasta donde puedas."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by fives to 40 : ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]

¹In order for a student to be successful, a student must get the maximum points for each item.

➡ **Proceed to Item 3.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<p>Use place value and properties of operations to add and subtract.</p>	<p>(1.NBT.5)</p> <p>(3) Adding and Subtracting Ten: Present the student the number card (12) and say "¿Puedes decirme, sin contar, qué número es 12 más 10?"</p> <p>After the student responds, ask "¿Cómo lo sabes?"</p> <p>Then ask "¿Puedes decirme, sin contar, qué número es 12 menos 10?"</p> <p>After the student responds, ask "¿Cómo lo sabes?"</p>	<p>Record the student's response and explanation in the student response column for Item 3.</p>	<p>Gives the correct answer, 22, without counting? Y N Explanation: _____</p> <p>Gives the correct answer, 2, without counting? Y N Explanation: _____</p> <p>No response or incorrect response: _____</p> <p>[2] - Both correct [1] - 1 correct [0] - No response or both incorrect</p>

- ➡ If a student is successful on Item 3, then proceed to Item 4.
- ➡ If a student is not successful on Item 3, then proceed to Item 5.

Name: _____ Date: _____

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say "Utiliza el cálculo mental para solucionar estos problemas: " (a) Suma 10 a 889 (b) Suma 100 a 674 (c) Resta 10 de 521 (d) Resta 100 de 345		(a) Gives the answer 899 ?: Y N Explanation: _____ (b) Gives the answer 774 ?: Y N Explanation: _____ (c) Gives the answer 511 ?: Y N Explanation: _____ (d) Gives the answer 245 ?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

➡ **Proceed to Item 5.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	<p>(1.NBT.1)</p> <p>(5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Dime por favor el nombre de este número."</p> <p>From 0 to 120: Present the student with the number card 118 and say "Dime por favor el nombre de este número."</p> <p>Provide the student with paper and pencil and say "Por favor, escribe el número ochenta."</p> <p>Say "Por favor, escribe el número ciento seis."</p>	<p>Allow time in between naming numbers for students to scribe.</p>	<p>Says 70: ____</p> <p>Says 118: ____</p> <p>Correctly writes 80: ____</p> <p>Correctly writes 106: ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

- ➡ If a student is successful on Item 5, then proceed to Item 6.
- ➡ If a student is not successful on Item 5, then proceed to Item 7.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.3)</p> <p>(6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say "Dime por favor el nombre de este número."</p> <p>Present the student with the number card 889 and say "Dime por favor el nombre de este número."</p> <p>Provide the student with paper and pencil and say "Por favor, escribe el número novecientos setenta y dos."</p> <p>Say "Por favor, escribe el número cuatrocientos cuarenta y cinco."</p>	<p>Give time between for the student to scribe each number.</p>	<p>Says 135: _____</p> <p>Says 889: _____</p> <p>Correctly writes 972: _____</p> <p>Correctly writes 445: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

➡ **Proceed to Item 7.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card "7___4" and symbols cards.</p> <p>(a) Say "¿Cuál de los números es mayor?"</p> <p>After the student has identified a value, say "Por favor, coloca el símbolo correcto entre estos dos números."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: Y N Correctly identifies 7 > 4?: Y N</p> <p>(b) Correctly identifies 18?: Y N Correctly identifies 12 < 18?: Y N</p> <p>(c) Correctly identifies 62?: Y N Correctly identifies 26 < 62?: Y N</p> <p>(d) Correctly identifies 57 is equal to 57?: Y N Correctly identifies 57 = 57?: Y N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers that are "equal" and uses the symbols correctly in all four number card sets. [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

- ➡ If a student is successful on Item 7, then proceed to Item 8.
- ➡ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573__237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say "Por favor, coloca el símbolo correcto entre estos dos números."</p> <p>Repeat with the following:</p> <p>(b) 273 __ 237</p> <p>(c) 579 __ 579</p> <p>(d) 766 __ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y N (b) Correctly identifies 273 > 237?: Y N (c) Correctly identifies 579 = 579?: Y N (d) Correctly identifies 766 > 677?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

➡ **Proceed to Item 9.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	(1.OA.7)		
	<p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say "Por favor, dime si esta oración numérica es verdadera o falsa."</p> <p>After the student responds, ask "¿Por qué es verdadera o falsa esta oración numérica?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) $8 + 0 = 9$</p> <p>(c) $5 = 4 + 1$</p> <p>(d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "verdadera" and "falsa," allow him/her to use terms that may be more familiar, such as "correcto" and "incorrecto."</p> <p>If the student is unable to solve the problem using mental math, say "Puedes usar lápiz y papel o fichas para encontrar la respuesta."</p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ is True?: Y N Response: _____</p> <p>(b) $8 + 0 = 9$ is False?: Y N Response: _____</p> <p>(c) $5 = 4 + 1$ is True?: Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ is True?: Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say "Para la próxima actividad, quiero que uses el cálculo mental para solucionar una ecuación (o solucionar un problema)."</p> <p>(a) ¿Qué es $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	Note the strategy that the student uses to represent each problem and record any incorrect responses.	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer ____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer ____ Other _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

➡ **Proceed to Item 11.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	(1.OA.1) (11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student. Read the following to the student: (a) "Diez amigos estaban jugando en el patio de recreo. Llegaron otros seis amigos para jugar. ¿Ahora cuántos amigos hay en el patio de recreo?" Prompt: "Puedes escribir, dibujar o usar objetos para representar el problema." (b) "La mamá de Jaime horneó doce pastelitos (cupcakes). Jaime se comió tres de los pastelitos. ¿Cuántos pastelitos quedan?"	Repeat the word problems up to three times, if necessary. Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response, 16 : Y N Adds 10 and 6 using an expression or equation ____ Draws a model to solve ____ Other ____ No response or incorrect response ____ (b) Gives the correct response, 9 : Y N Subtracts 3 from 12 using an expression or equation ____ Draws a model to solve ____ Adds up from 3 to 12 ____ Other ____ No response or incorrect response ____ [2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect

- ➡ **If a student is successful on Item 11, then proceed to Item 12.**
- ➡ **If a student is not successful on Item 11, then this is the end of the inventory task for this student.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Carly tiene 39 lápices. Le da 18 lápices a su amigo. ¿Con cuántos lápices se quedó Carly?"</p> <p>(b) "Wilson compró 11 tarjetas de béisbol el lunes, 16 tarjetas el martes y 13 tarjetas el miércoles. Le dio a su hermano 9 de sus tarjetas de béisbol. ¿Cuántas tarjetas de béisbol tiene Wilson ahora?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 21: Y N</p> <p>Subtracts 39 from 18 using an expression or equation ____</p> <p>Draws a model to solve ____</p> <p>Adds up from 18 to 39 ____</p> <p>Other ____</p> <p>No response or incorrect response ____</p> <p>(b)</p> <p>Gives the correct response, 31: Y N</p> <p>Adds 11, 16, and 13, then subtracts 9 using an expression or equation ____</p> <p>Draws a model to solve ____</p> <p>Other ____</p> <p>No response or incorrect response ____</p> <p>[2] - 2 correct responses</p> <p>[1] - 1 correct response</p> <p>[0] - No response or both incorrect</p>

➡ **This is the end of the inventory task.**